## About the Topic

This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.



## Home Learning:

**My Digital Wellbeing:** In this home learning activity, children reflect on the positive and negative impacts of the technology in their lives and consider ways in which technology impacts their physical and mental wellbeing.

**Screen-Free Day:** In this home learning activity, children look at promoting a screen-free day and consider things that can be embraced from this and ways **it** can enhance wellbeing.



## Wider Learning:

Why not arrange a 'Digital Wellbeing Day'? This could focus on ensuring everyone in the school community understands ways in which they can enhance and protect their digital wellbeing.

## Assessment Statements

**All children should be able to...**
- identify some positives and negatives of the Internet;
- explain what to do if they experience or see bullying online;
- explain ways to communicate safely online and identify ways to get support if they do not feel safe;
- assess the reliability of online information;
- explain what personal information includes;
- know why we shouldn't share passwords and private information;
- explain why we have rules and restrictions around the technology we use.

**Most children will be able to...**
- recognise why it is important to balance time online and offline for wellbeing;
- empathise with a cyberbullying victim;
- respond appropriately to different online scenarios;
- recognise the role they play in sharing information responsibly online;
- understand the consequences of sharing certain information, images and videos online;
- explain the potential negative impact from sharing things online.

**Some children will be able to...**
- write their own play script to show how to report concerns around cyberbullying;
- discuss why some people trust a person they have never met and how they can maintain their safety when they are communicating;
- create their own manipulated and real messages for other children to assess for reliability and manipulation;
- discuss secure passwords and learn about ways of creating safe and secure passwords;
- create their own examples of when 'The Golden Rule' would be useful to apply, both online and offline.

| Lesson Breakdown | Resources | |
|---|---|---|
| **1. The Digital World**<br><br>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online<br><br>L11. recognise ways in which the internet and social media can be used both positively and negatively<br><br>I can identify the positives and negatives of being online. | • Graph paper |  |
| **2. Digital Kindness**<br><br>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br><br>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support<br><br>R21. about discrimination: what it means and how to challenge it.<br><br>I can be kind online and I can help make the Internet a safer place. | |  |
| **3. Do I Know You?**<br><br>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face<br><br>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns<br><br>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know<br><br>I know how to stay safe when communicating online and what to do if I don't feel safe. | |  |

| Lesson Breakdown | Resources |
|---|---|
| **4. Online Information**<br><br>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results<br><br>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information<br><br>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation<br><br>I can decide how reliable online information is and know how to share information responsibly online. | • Internet access for each group<br>• A list of appropriate websites<br> |
| **5. Keep It Private**<br><br>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact<br><br>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)<br><br>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this<br><br>L13. about some of the different ways information and data is shared and used online, including for commercial purposes<br><br>I can identify things we shouldn't share online and give reasons why we shouldn't share them. | • Plain paper<br>• Coloured pens or pencils<br> |
| **6. My Digital Wellness**<br><br>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming<br><br>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others<br><br>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images<br><br>I understand how technology can affect our wellbeing in different ways. | • Plain A4 or A3 paper<br>• Felt pens, coloured pencils or crayons<br> |

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.